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ABSTRACT

Data and observations on the proportions of women and minority group members in faculty and administrative positions in community colleges in the United States are presented. First, nationwide data from two 1979 studies are provided, indicating that 10% of the administrators and 9% of the faculty in all higher education institutions were minority group members; and that of the administrators of two-year public colleges, 5.1% were minority men and 1.7% were minority women. Next, findings are presented from surveys of 33 two-year institutions and 50 state directors of public two-year colleges, which together provided data on 45.82% of the full-time faculty and approximately 60.17% of the full-time administrators in public community colleges in the United States. Highlighted findings included the following: (1) 30% of the administrators and 40% of the faculty members in the study were female; (2) 13.43% of the administrators and 9.86% of the faculty members were minority group members; and (3) at least 6.51% of the administrators and 3.73% of the faculty were black. After identifying areas where study data may have been inadequate, comments by research respondents are presented. Recommendations concerning the selection of black administrators for positions in predominantly white colleges are followed by citations to relevant publications; selected statistics on minority employment and enrollment trends; and a summary of affirmative action gains made in two-year colleges in the past 10 years. Finally, needs concerning affirmative action are underscored. (HB)

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AFFIRMATIVE ACTION IN TWO-YEAR COLLEGES, 1983-1984

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Paper presented at the Second National Conference on Issues Facing Black Administrators at Predominantly White Colleges and Universities, on June 21, 1984, at M.I.T., Cambridge, MA.

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SECOND NATIONAL CONFERENCE ON ISSUES FACING BLACK ADMINISTRATORS
AT PREDOMINANTLY WHITE COLLEGES AND UNIVERSITIES
MASSACHUSETTS INSTITUTE OF TECHNOLOGY
JUNE 21, 1984

REMARKS BY DR. JOSEPH N. HANKIN, PRESIDENT
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NOTES FOR SPEECH

1. IN PREPARATION FOR TODAY I LOOKED TO SEE WHAT WORK HAD BEEN DONE ON THE PERCENTAGES OF FEMALES AND MINORITY GROUP MEMBERS IN THE ADMINISTRATIONS AND FACULTIES OF AMERICAN INSTITUTIONS OF HIGHER LEARNING, AND FOUND THE FOLLOWING RECENT STUDIES:

1979 ACE-EEOC STUDY N= ALL U.S. INSTITUTIONS
ADMINISTRATION = 10.0% MINORITY
7.4% BLACK
FACULTY = 9.0% MINORITY
4.4% BLACK

1978-1979 CUPA STUDY N= 508 INSTITUTIONS
ADMINISTRATION = 25.5% FEMALE + MINORITY,
A SMALL INCREASE SINCE 1975-1976
TWO-YEAR PUBLIC COLLEGES (N= 307)
MINORITY MEN = 5.1%
MINORITY WOMEN= 1.7%

IT IS TOO BAD WE DO NOT HAVE AN EEOC STUDY FOR 1983-1984 UTILIZING THE EEO6 FORMS FILED BY ALL COLLEGES AND UNIVERSITIES IN NOVEMBER, 1983. TO REMEDY THAT FOR TWO-YEAR INSTITUTIONS, I DID THE FOLLOWING.

2. I CANVASSED 33 PUBLIC TWO-YEAR INSTITUTIONS WITH WHICH I HAD BEEN WORKING FOR A NUMBER OF YEARS AND 2/3 OF THEM RESPONDED. THIS WILL BE REFERRED TO BELOW AS STUDY # 1.

3. I WROTE TO ALL 50 STATE DIRECTORS OF PUBLIC TWO-YEAR COLLEGES, AND THE RESPONSE WAS AS FOLLOWS:

12 DID NOT RESPOND
1 HAS NO PUBLIC COMMUNITY COLLEGES
8 INDICATED THAT THE DATA WERE NOT AVAILABLE CENTRALLY
7 PROVIDED DATA FOR SOME INSTITUTIONS
22 PROVIDED DATA

THUS WE HAVE DATA FOR 29 OF THE STATES--ALL OR SOME OF THE COLLEGES WITHIN THEIR BORDERS.
THIS WILL BE REFERRED TO BELOW AS STUDY # 2.

4.

TOTAL # FULL-TIME FACULTY IN PUBLIC CCS IN U.S.	94,541
TOTAL IN STUDY # 1	18,040
TOTAL IN STUDY # 2	25,279
TOTAL IN STUDIES #1+2	43,319
PERCENTAGE IN STUDY/TOTAL IN U.S.	45.82

5. TOTAL # FULL-TIME ADMINISTRATORS IN PUBLIC US CCS ???16,836
   TOTAL IN STUDY # 1 4,416
   TOTAL IN STUDY # 2 5,715
   TOTAL IN STUDIES #1+2 10,131
   PERCENTAGE IN STUDY/TOTAL IN U.S. ??? 60.17

6. TOTAL # PUBLIC CCS IN U.S. 1,055
   TOTAL # INSTITUTIONS IN STUDY # 1 175
   TOTAL # INSTITUTIONS IN STUDY # 2 324
   TOTAL # INSTITUTIONS IN STUDIES #1+2 499
   (99 FOUR-YEAR COLLEGES SENT DATA, BUT ARE NOT INCLUDED)
   PERCENTAGE IN STUDY/TOTAL IN U.S. 47.30

7. HOW MANY ADMINISTRATORS IN THE STUDY WERE FEMALE?

	# FEMALE	% FEMALE
STUDY # 1	1,439	32.59
STUDY # 2	1,296	27.23
STUDIES #1+2	2,735	29.81

CONCLUSION: THREE OF TEN ADMINISTRATORS IN THE STUDY WERE FEMALE

8. HOW MANY FACULTY MEMBERS IN THE STUDY WERE FEMALE?

	# FEMALE	% FEMALE
STUDY # 1	7,321	40.58
STUDY # 2	8,627	38.13
STUDIES # 1+2	15,948	39.22

CONCLUSION: FOUR OF TEN FACULTY MEMBERS IN THE STUDY WERE FEMALE

9. HOW MANY ADMINISTRATORS IN THE STUDY WERE MEMBERS OF MINORITY GROUPS (BLACK, HISPANIC, ASIAN-PACIFIC ISLAND, ALASKAN NATIVE-AMERICAN INDIAN)?

	# MINORITY	% MINORITY
STUDY # 1	744	16.85
STUDY # 2	617	10.80
STUDY #1+2	1.361	13.43

10. HOW MANY FACULTY MEMBERS IN THE STUDY WERE MEMBERS OF MINORITY GROUPS (BLACK, HISPANIC, ASIAN-PACIFIC ISLAND, ALASKAN NATIVE-AMERICAN INDIAN)?

	# MINORITY	% MINORITY
STUDY # 1	2,323	12.88
STUDY # 2	1,949	7.71
STUDY #1+2	4,272	9.86

11. ADDITIONAL CONCLUSIONS:
WHEN WE TOTAL THE NUMBER OF SUBJECTS IN THE STUDY WHO ARE FEMALE + MINORITY WE ARRIVE AT:
FACULTY: 39.22% FEMALE + 9.86% MINORITY = 49.08%
ADMINISTRATORS: 29.81% FEMALE+ 13.43% MINORITY = 43.24%

12. HOW MANY ADMINISTRATORS IN THE STUDY WERE BLACK?

	# BLACK	% BLACK
STUDY # 1	548	12.41
STUDY # 2	372*	6.51*

*AT LEAST

13. HOW MANY FACULTY MEMBERS IN THE STUDY WERE BLACK?

	# BLACK	% BLACK
STUDY # 1	1,356	7.52
STUDY # 2	944*	3.73*

*AT LEAST

14. METHODOLOGICAL QUESTIONS:

1. REMEMBER THAT WHAT IS PUT DOWN ON THE REPORT FORM IS ALL-IMPORTANT: "THE GOVERNMENT IS EXTREMELY FOND OF AMASSING GREAT QUANTITIES OF STATISTICS. THESE ARE RAISED TO THE NTH DEGREE, THE CUBE ROOTS ARE EXTRACTED, AND THE RESULTS ARE ARRANGED INTO ELABORATE AND IMPRESSIVE DISPLAYS. WHAT MUST BE KEPT EVER IN MIND, HOWEVER, IS THAT IN EVERY CASE, THE FIGURES ARE FIRST PUT DOWN BY A VILLAGE WATCHMAN, AND HE PUTS DOWN ANYTHING HE DAMN WELL PLEASES." ATTRIBUTED TO SIR JOSIAH STAMP, H.M. COLLECTOR OF INLAND REVENUE.

2. FULL-TIME/PART-TIME QUESTION.

3. HEADCOUNT/FTE QUESTION.

4. CAMPUSES/COLLEGES COUNT QUESTION.

5. SHOULD CENTRAL OFFICES BE INCLUDED?

6. THERE MAY BE SLIGHTLY DIFFERENT DEFINITIONS, EVEN ON THE STANDARD EEO6 FORMS--FOR EXAMPLE, ONE STATE CHANGED THE CATEGORIES, FOR GOOD REASON I MIGHT ADD.

7. A FEW STATES KEPT HANDICAPPED/VETERAN/DISABLED VETERAN DATA TOO!

8. HISPANICS CAN BE BLACK OR WHITE, SO MORE BLACKS WHO ARE ALSO HISPANIC MAY SHOW UP IN THE STATISTICS AS HISPANIC.

9. THERE MAY BE A PROBLEM WITH KEEPING THE DEFINITION OF EXECUTIVE/ADMINISTRATIVE/MANAGERIAL CONSISTENT.

10. ARE COUNSELORS AND LIBRARIANS SOMETIMES COUNTED IN THE FULL-TIME FACULTY TOTALS?

11. THE RATIO OF ADMINISTRATORS TO FACULTY MEMBERS FROM INSTITUTION-TO-INSTITUTION AND FROM STATE-TO-STATE VARIES A GREAT DEAL, AND RAISES A SUSPICION IN THE RESEARCHER'S MIND.

15. THE RESULTS OF "PERCENTAGE MINORITY" MAY BE COMPARED IN MY NOTES TO THE PERCENTAGE OF THE STUDENT BODY WHICH IS OF MINORITY ORIGIN, WITH INTERESTING RESULTS. THERE IS A FACE CORRELATION BETWEEN THE TWO FIGURES.

16. NOT ENOUGH SUFFICIENT DATA WERE COLLECTED FROM FOUR-YEAR COLLEGES IN THIS STUDY (ONLY 99 COLLEGES AND UNIVERSITIES IN FOUR STATES) TO WARRANT ANY CONCLUSIONS. SEE NOTES FOR DETAILS.

17. RANDOM COMMENTS COLLECTED DURING THE RESEARCH:

-A FRIEND WROTE ME, WHEN SENDING HIS INSTITUTION'S DATA: "THE ONLY ADDITIONAL COMMENT I WOULD MAKE IS THAT ALTHOUGH WE HAVE CONDUCTED FULL AFFIRMATIVE ACTION SEARCHES FOR TWO ADMINISTRATIVE POSITIONS THIS YEAR, NO QUALIFIED MINORITY CANDIDATES WERE DISCOVERED." (I MIGHT ADD THAT THIS INSTITUTION IS IN A LARGE SUBURBAN AREA WITH ACCESS TO MANY MINORITY CANDIDATES).

-A WEST COAST ADMINISTRATOR WROTE: "IT MAY INTEREST YOU TO KNOW THAT EFFECTIVE...DR...., A BLACK ADMINISTRATOR ... WILL BE ASSUMING THE POSITION OF (CHIEF EXECUTIVE OFFICER). MY BEST ADVICE TO MINORITY ADMINISTRATORS IS THE SAME AS FOR ANYONE ELSE. GET THE EDUCATION, THE ADVANCED DEGREES AND APPROPRIATE EXPERIENCE AND THE OPPORTUNITIES WILL BE THERE."

-A MIDWEST ADMINISTRATOR: "OUR EXPERIENCE HAS BEEN REWARDING AND IS THE CONSEQUENCE OF THE ADMINISTRATION OF A STRONG AFFIRMATIVE ACTION POLICY AND THE IMPLEMENTING PROCEDURES. MOREOVER, OUR PROGRAM HAS BEEN CHARACTERIZED BY OFFICIALS...AS 'PERHAPS THE MOST EFFECTIVE AFFIRMATIVE ACTION PROGRAM IN HIGHER EDUCATION IN ALL OF REGION....' IT SEEMS QUITE CLEAR THAT TALENTED MINORITIES ARE AVAILABLE AND CAN BE VERY EFFECTIVE IN AN ENVIRONMENT OF INCLUSION."

-A MIDWEST ADMINISTRATOR: AS YOU CAN GLEAN FROM THE DATA, A SUBURBAN COMMUNITY COLLEGE LIKE...TENDS TO BE PREPONDERANTLY CAUCASIAN WHICH IS A REFLECTION ON THE MAKE-UP OF OUR COMMUNITY. I WOULD CERTAINLY APPRECIATE YOUR KEEPING THIS INFORMATION CONFIDENTIAL."

-A WEST COAST AFFIRMATIVE ACTION OFFICER: "YOU INDICATED THAT YOU WOULD APPRECIATE ANY ANECDOTAL INFORMATION OR WORDS OF

ENCOURAGEMENT FOR ASPIRING MINORITY ADMINISTRATORS. (WE) JUST HAD A CONFERENCE ON ENCOURAGING MINORITIES INTO THE EDUCATIONAL SYSTEM. AT THAT CONFERENCE OUR PRESIDENT SPOKE AND INDICATED THAT FINDING A ROLE MODEL, A MINORITY ROLE MODEL, WHO WAS ALREADY SUCCESSFUL IN THEIR CAREER AND HAVING THAT PERSON EXPRESS FAITH AND CONFIDENCE IN HIM WAS ONE OF THE MOST CRUCIAL FACTORS IN HIS PROGRESS TOWARDS SUCCESS."

-A UNIVERSITY ADMINISTRATOR: "YOUR LETTER DATED APRIL 4, 1984 HAS BEEN REFERRED TO MY ATTENTION. HOWEVER, I HAVE NOT BEEN ABLE TO LOCATE A COPY OF THE EEO6 FORM FILED LAST NOVEMBER. WHICH MEANS THAT WE WERE NEVER REQUESTED TO FILE ONE."

-A STATE ADMINISTRATIVE OFFICER: "IN RESPONSE TO YOUR LETTER REGARDING COMMUNITY COLLEGE ADMINISTRATORS, OUR OFFICE DOES NOT SUMMARIZE THE EEO6 FORM DATA. IN FACT, WE DO NOT EVEN RECEIVE A COPY FROM OUR COLLEGES. HOWEVER, WE ARE INTERESTED IN RECEIVING A COPY OF YOUR REPORT, AS IT SOUNDS LIKE IT WOULD BE OF INTEREST."

18. SOME POINTS ADDRESSED TO THE MAIN QUESTION POSED TO THE PANEL:

1. CLEARLY KNOW WHAT KIND OF ADMINISTRATOR YOU WANT.

2. THEN GO OUT AND SEARCH ALL THE AVENUES, NOOKS, AND CRANNIES TO FIND THE BEST CANDIDATES.

3. NEVER FORGET THE MEANING OF THE WORDS "AFFIRMATIVE ACTION."

4. MAKE SURE THAT YOU ARE SELECTING COMPETENCY AND CAPABILITY FIRST RATHER THAN RACE OR SEX. IT IS TERRIBLY IMPORTANT FOR THE CANDIDATE SELECTED, ESPECIALLY IF IT IS A FEMALE OR MINORITY GROUP MEMBER, BUT ALSO FOR WHITE MALES, THAT THE INDIVIDUAL BELIEVE THAT HE OR SHE WAS SELECTED FOR THE RIGHT REASONS, AND NOT FOR TOKENISM OR TO SATISFY SOME VAGUE ATTEMPT TO FULFILL AFFIRMATIVE ACTION REQUIREMENTS.

5. DO NOT ALWAYS EXPECT THAT THE CANDIDATES WILL HAVE ALL THE REQUISITE EXPERIENCE. LOOK FOR TALENT AND SKILLS, AND TAKE A CHANCE IF NEED BE. SOMEONE TOOK A CHANCE ON ME AT AGE 26 BY MAKING ME PRESIDENT OF A COLLEGE. I HAVE TAKEN EDUCATED RISKS TOO, AND HAVE BEEN VERY PLEASED WITH THE RESULTS.

6. DO NOT JUST FILL THE EASIER POSITIONS WITH MINORITY CANDIDATES--THAT GIVES OUT A CLEAR MESSAGE TOO.

7. HELP INDIVIDUALS TAKE PRIDE IN THEMSELVES AND IN THEIR ACCOMPLISHMENTS.

8. TREAT ALL ADMINISTRATORS ALIKE. DO NOT MAKE RACIAL DISTINCTIONS AMONG THE ADMINISTRATORS.

9. INVOLVE THEM ALL IN THE FULL PARTNERSHIP OF RUNNING THE INSTITUTION--YOU ARE TRAINING TALENT, AND PROVIDING EXPERIENCES FOR THESE INDIVIDUALS, REGARDLESS OF RACE OR SEX TO MOVE UP.

10. BE A ROLE MODEL YOURSELF, AS WELL AS A MENTOR.

19. THERE ARE RELATIVELY FEW STUDIES ON THE PERCENTAGE OF ADMINISTRATORS AND FACULTY MEMBERS WHO ARE FEMALE OR FROM MINORITY GROUPS. IN THE FACULTY ARENA THERE IS THE ANNUAL AAUP DATA WHICH IS HELPFUL.

IN THE ADMINISTRATIVE ARENA WE HAVE THE EXCELLENT AMERICAN COUNCIL ON EDUCATION, OFFICE OF MINORITY CONCERNS SECOND ANNUAL STATUS REPORT WHICH USES 1979 DATA FROM THE EEO6 FORMS. IN ADDITION, THERE IS THE CUPA REPORT WOMEN AND MINORITIES IN ADMINISTRATION OF HIGHER EDUCATION INSTITUTIONS: EMPLOYMENT PATTERNS AND SALARY COMPARISONS WHICH SHOWED THAT LITTLE PROGRESS WAS MADE BETWEEN 1975-1976 AND 1978-1979.

IN THE AREAS OF STUDENTS WE HAVE SANDY ASTIN'S MINORITIES IN AMERICAN HIGHER EDUCATION, WHICH IS PARTICULARLY HELPFUL IN PROVIDING A DISCUSSION OF PIPELINE CONSIDERATIONS, DEMONSTRATING CLEARLY HOW THE SUPPLY NARROWS DOWN AFTER EACH SIGNIFICANT EDUCATIONAL STEP--THE NUMBER OF HIGH SCHOOL GRADUATES, COLLEGE GRADUATES, GRADUATE SCHOOL STUDENTS, AND SO FORTH.

20. WE ALSO HAVE THE REGULAR REPORTS WHICH SHOW A SLIPPAGE, NOT A GAIN IN THE NUMBERS OF MINORITY GROUP MEMBERS WHO HAVE ACHIEVED THE PEAKS. FOR EXAMPLE IN THE JUNE 13, 1984 CHRONICLE OF HIGHER EDUCATION WE HAVE THIS HEADLINE: "MINORITIES SEEN MAKING NO GAIN IN CAMPUS JOBS." THE DAY BEFORE, IN THE WALL ST. JOURNAL WE SAW THIS HEADLINE: "LARGE SHORTAGE OF BLACK PROFESSORS IN HIGHER EDUCATION GROWS WORSE." (READ EXCERPTS FROM BOTH) OR THIS HEADLINE FROM THE NEW YORK TIMES OF JUNE 10, 1984: "THE CLASS OF '84 IS ANOTHER DISAPPOINTMENT FOR BLACKS." OR TAKE THIS CHRONICLE HEADLINE OF MAY 16, 1984: "PROMISE OF THE LANDMARK 'BROWN' DECISION IS UNFULFILLED." WE RECENTLY HAD KENNETH CLARK, WHO FIGURED SO PROMINENTLY IN THE BROWN VS. BOARD OF EDUCATION DECISION OF 1954, SPEAK TO OUR ANNUAL DINNER AT THE COLLEGE ON THE THEME OF "BROWN VS. BOARD OF EDUCATION: THIRTY YEARS LATER" AND THE TALE HE WEAVED WAS SAD--FOR IT SHOWED NOT GAINS BUT LOSSES IN MANY AREAS OVER THE THIRTY YEARS.

A NEW YORK STATE FINANCIAL AID PUBLICATION WHICH CAME ACROSS MY DESK LAST WEEK STATED: "STATISTICS FROM THE CENSUS BUREAU SHOW THE FOLLOWING: THE PROPORTION OF BLACK STUDENTS (18-24 YEARS OLD) WHO GO TO COLLEGE DROPPED FROM 20.7 PERCENT IN 1975 TO 19.4 PERCENT IN 1980; HISPANIC STUDENTS DROPPED FROM 20.4 PERCENT TO 16.1 PERCENT. THE MAJOR PROBLEM IS THAT MANY NEEDY STUDENTS HAVE LITTLE ACCESS TO FINANCIAL AID INFORMATION. THERE ARE MANY OTHER STATISTICS TO BOLSTER THIS FINDING.

21. LET ME END ON A BRIGHT NOTE. WE HAVE COME A VERY LONG WAY SINCE AUGUST 1, 1935 WHEN THE GEORGIA BOARD OF EDUCATION ORDERED ALL BLACK TEACHERS IN THE STATE HOLDING MEMBERSHIP IN THE NAACP TO RESIGN FROM THAT ORGANIZATION BY SEPTEMBER 15TH OR HAVE THEIR TEACHING LICENSES REVOKED. OR EVEN SINCE BOOKER T. WASHINGTON EXCLAIMED THAT "YOU CAN'T HOLD A MAN DOWN WITHOUT STAYING DOWN WITH HIM."

AFTER ALL, THERE ARE 254 COLLEGES REPORTED TO HAVE FEMALE PRESIDENTS, WHEREAS THERE WERE ONLY 148 IN 1975. IN THE TWO-YEAR COLLEGE FIELD THE FIGURES ROSE FROM 45 TO 102. AND THE NUMBER OF BLACK PRESIDENTS HAS RISEN FROM 32 IN 1979 TO 58 TODAY. BLACK/WHITE TEST SCORE GAPS HAVE NARROWED, AND BLACK SCORES ON SAT VERBAL AND MATH SUBTESTS HAVE IMPROVED. IN THE PERIOD FROM 1976 TO 1981 THE NUMBER OF ASSOCIATE DEGREES AWARDED TO BLACKS INCREASED FROM 26,000 PER YEAR TO 34,000, AND IT IS SAID THAT 51 PERCENT OF BLACK STUDENTS CONTINUING THEIR EDUCATIONS AFTER HIGH SCHOOL ARE ENROLLED IN TWO-YEAR COLLEGES.

22. WE MUST NOT LOSE SIGHT OF THE FACT THAT GAINS HAVE BEEN UNEVEN, AND THAT THERE HAVE BEEN SLIPPAGES. <u>WE MUST NOT EXPECT MONODIMENSIONAL SOLUTIONS TO MULTIDIMENSIONAL PROBLEMS</u>. WE MUST EXPAND ON ALL FRONTS AT ONCE:

-IF MOST STATEWIDE BOARDS LACK AFFIRMATIVE ACTION RESPONSIBILITY AS WE SAW IN A 1983 STUDY, THEN WE MUST WORK ON THAT.

-IF WE MUST RELY ON WHITES TO RECRUIT AND INTERVIEW BLACK PROSPECTIVE STUDENTS, THEN WE MUST WORK ON GETTING MORE BLACK ALUMNI TO DO THEIR PARTS.

-IF WE ANTICIPATE THAT MINORITY GROUPS WILL BE THE MAJORITY POPULATION IN MORE THAN 50 MAJOR CITIES BY 2000, THEN WE MUST BEGIN TO WORK ON INCREASING POLITICAL POWER FOR THOSE GROUPS.

-IF WE LACK MINORITY ADMINISTRATORS, THEN WE MUST RECRUIT MORE FROM THE FACULTY.

-AND IF WE LACK MINORITY FACULTY MEMBERS, THEN WE MUST DEVISE WAYS OF ATTRACTING AND RETAINING MORE MINORITY FACULTY MEMBERS.

-AND IF THE NUMBER OF MINORITY STUDENTS COMPLETING THE VARIOUS END-POINTS IS SLIPPING, WE MUST DEVOTE TIME AND ATTENTION TO STRENGTHENING RETENTION.

-IF HOUSING, EMPLOYMENT, AND EDUCATION ARE INEXTRICABLY INTERTWINED AS SOCIAL PROBLEMS, WE MUST WORK ON ALL AT THE SAME TIME.

-WE MUST REMEMBER, AS KENNETH CLARK, THE NEW YORK REGENT AND THE PERSON WHO FIGURED SO IMPORTANTLY IN AMERICAN EDUCATION THIRTY YEARS AGO IN THE BROWN DECISION, HAS REMINDED US: "EDUCATION IN THE BROADER SENSE IS A CRITICALLY IMPORTANT VEHICLE BY WHICH SOCIAL PROBLEMS ARE IDENTIFIED AND ULTIMATELY OVERCOME."

-FINALLY, WE MUST REMEMBER THE ANECDOTE: A SMALL BLACK BOY STOOD WATCHING THE BALLOON MAN AT THE COUNTY FAIR. SUDDENLY, A RED BALLOON BROKE LOOSE AND SOARED UPWARD UNTIL IT COULD SCARCELY BE SEEN. SO MANY PEOPLE WERE ATTRACTED TO THE INCIDENT THAT THE VENDOR THOUGHT IT MIGHT BE GOOD BUSINESS TO LET ANOTHER GO, SO HE SNIPPED THE STRING OF A BRIGHT YELLOW BALLOON, AND, LATER, A WHITE ONE. THE LITTLE BOY STOOD THERE, AS IF WAITING FOR SOMETHING. FINALLY HE ASKED, "MISTER, IF YOU SENT THE BLACK ONE UP, WOULD IT GO AS HIGH AS THE OTHERS?" THE BALLOON MAN, WITH AN UNDERSTANDING SMILE, RELEASED THE BLACK BALLOON AS HE SAID, "SON, IT ISN'T THE COLOR--IT'S THE STUFF INSIDE THAT MAKES IT RISE."

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